

6 month 9/30/04 X
12 month 3/30/05
Closed 10/18/2004 X

Geddes School District Improvement Plan/Progress Report Form

Principle: Principle 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The district did not consistently obtain parent input for reevaluations, and the prior notice/consent for evaluation did not list all assessments, notably behavioral and functional assessments, that were used during the student evaluation.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Upon receiving parent/guardian input into the evaluation, the district will send the parent/guardian a prior notice/consent for evaluation listing all assessments that will be used during the student's evaluation.				
Measurable Goal #1: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will document parent/guardian input into the reevaluation of a student with a disability.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The district will contact the parent/guardian to receive input into the reevaluation. What data will be given to SEP to verify this objective? The number of three files checked meeting this objective will be sent to the SEP for verification.	June 1, 2004	Special Education Teacher	Met June 04	
Please explain the data (6 month) The district has developed a document for parent input. In 4 of 4 students tested that did not qualify for services, parents had input. There have been no re-evaluations within the 6 month period.				

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Please explain the data (12 month)				
2. What will the district do to improve? The district will document communication with the parent/guardian to verify input into the reevaluation. Should the district be unable to contact the parent/guardian after two attempts, the district will document the attempts and send the parent/guardian a prior notice/consent for reevaluation. What data will be given to SEP to verify this objective? The district has developed a form for documentation of parent input into the evaluation. Upon checking three student IEPs, the number of parents/guardians who provided input into the reevaluation will be sent to the SEP to verify this objective.	July 1, 2004	Special Education Teacher	Met June 04	
Please explain the data (6 month) The district has developed a document for parent input. In 4 of 4 students tested that did not qualify for services, parents had input. There have been no re-evaluations within the 6 month period.				
Please explain the data (12 month)				
Measurable Goal#2: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will list all areas to be tested on the prior notice/consent for reevaluation document.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? On the prior notices for evaluation, the district will write all areas that will be tested during a student's evaluation.	June 1, 2004	Special Education Teacher	Met June 04	

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What data will be given to SEP to verify this objective? The district will check three prior notices for evaluation and submit the number that met this objective to the SEP for verification.				
Please explain the data (6 month) In 4 of 4 students tested who did not qualify for services, the district marked all areas that were to be tested during a student's evaluation.				
Please explain the data (12 month)				

Geddes School District Improvement/Progress Report Form

Principle: Principle 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) An evaluator who did not meet the test publisher's training requirements administered academic assessments.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Before assessing a student's academic skills, the evaluator will have the training required by the test publisher.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will have an evaluator administer standardized academic tests who has the training required by the test publisher.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? District evaluators will consult the test publisher's manual to insure he/she has the required training to administer a standardized test prior to assessing a student's academic skills.	July 1, 2004	Special Education Teacher	Met October 04	

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<p>Only evaluators with the publisher's training requirements will assess a student's academic skills.</p> <p>What data will be given to SEP to verify this objective? A copy of the test publisher's training requirements and the evaluator's training to meet this objective will be sent to the SEP.</p>				
<p>Please explain the data (6 month) The district purchased a Woodcock Johnson III in November, and have been using it ever since.</p>				
<p>Please explain the data (12 month)</p>				

Geddes School District Improvement/Progress Report Form

Principle: Principle 5 – Individualized Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The students' IEP present levels of performance were not based on skill specific functional assessment information.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will write IEP present levels of performance that are skill specific based on an analysis of the student's functional assessment information.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will conduct comprehensive evaluations for all students with the inclusion of functional assessment(s).</p>				
Short Term Objectives: Include the specific measurable results that will be	Timeline for	Person(s)	6 month	12 month

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accomplished and the criteria that will be used to measure the results.	Completion	Responsible	progress Record date objective is met	progress Record date objective is met
<p>1. What will the district do to improve? The district will include skill based functional assessment information when writing students' present levels of performance.</p> <p>What data will be given to SEP to verify this objective? All students' IEPs will be checked to determine whether skill based functional assessment information was used to develop each student's present levels of performance, and the data will be sent to the SEP.</p>	July 1, 2004	Special Education Teacher	Met June 04	
Please explain the data (6 month) Skill based functional assessment has been used in 100% of the student's present levels of performance.				
Please explain the data (12 month)				
<p>2. What will the district do to improve? The district's special education instructor will receive training pertaining to the development of IEP's.</p> <p>What data will be given to SEP to verify this objective? The district will send verification to the SEP that the special education teacher received training.</p>	July 1, 2004	Special Education Teacher	Met June 04	
Please explain the data (6 month) Mary Borgman gave an IEP workshop at Geddes in April 2004.				
Please explain the data (12 month)				

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Principle: Principle 5 – Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The district's IEP had benchmarks rather than short-term objectives; however, the annual goals were not measurable and did not include the conditions and criteria.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will write annual goals that are measurable and contain the conditions and criteria when benchmarks are written on student IEPs.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Measurable annual goals will be written that the student can reasonably be expected to accomplish within a 12-month period.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The district staff will write measurable goals, which specify the skill(s) the student will be expected to accomplish within a 12-month period. What data will be given to SEP to verify this objective? The number of student IEP annual goals written and those that were measurable will be submitted to the SEP to validate accuracy.	July 1, 2004	Special Education Teacher	Met June 04	
Please explain the data (6 month) Mary Borgman gave an IEP workshop at Geddes in April 2004. One IEP has been written since the review, and its annual goal(s) specify the skill(s) the student will be expected to accomplish within a 12-month period.				
Please explain the data (12 month)				

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2. What will the district do to improve? The district's special education teacher will receive training pertaining to the development of IEP's. What data will be given to SEP to verify this objective? The district will send verification to the SEP that the special education teacher received the training.	July 1, 2004	Special Education Teacher	Met June 04	
Please explain the data (6 month) Mary Borgman gave an IEP workshop at Geddes in April 2004.				
Please explain the data (12 month)				

Geddes School District Improvement/Progress Report Form

Principle: Principle 5 – Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance). Student benchmarks were not individualized with manageable learning tasks that the student could reasonably master in one year.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. When a student IEP has benchmarks, the benchmarks will be individualized, manageable learning tasks the student can reasonably master in one year.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will write benchmarks that are individualized, manageable learning tasks that the student can reasonably master in one year.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date	12 month progress Record date

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			objective is met	objective is met
1. What will the district do to improve? The district will write individualized benchmarks, which are progressive, to assist the student meet the annual goal. What data will be given to SEP to verify this objective? The district will send copies of IEP benchmarks to the SEP compliance team leader to determine compliance with this objective, and a copy of the team leader's verification will be sent to the SEP.	July 1, 2004	Special Education Teacher	Met June 04	
Please explain the data (6 month) Mary Borgman gave an IEP workshop at Geddes in April 2004. One IEP has been written since the review, and its benchmarks are progressive.				
Please explain the data (12 month)				
2. What will the district do to improve? The special education teacher will attend a goal writing DDN session. What data will be given to SEP to verify this objective? The district will send the SEP verification that the special education teacher attended the DDN session.	July 1, 2004	Special Education Teacher	Met June 04	
Please explain the data (6 month) Mary Borgman gave an IEP workshop at Geddes in April 2004. There is also supposed to be an IEP session with the state at our COOP in-service in August.				
Please explain the data (12 month)				

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

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The IEP page pertaining to modifications and/or supports for school personnel contained areas that were addressed "as needed".

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

When a student is in need of modifications in the regular education classroom or supports are needed for school personnel, specific information regarding the frequency of the activity will be provided.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The anticipated frequency of modifications and/or supports will be specifically documented in all students IEP's.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

1. What will the district do to improve?
The phrase "as needed" will not be used for frequency of modifications and/or supports on IEP's.

July 1, 2004

Special
Education
Teacher

Met
June 04

What data will be given to OSE to verify this objective?
The SEP will receive the number of three student IEPs checked that have documentation of the specific frequency of modifications and/or supports.

Please explain the data (6 month)
The phrase "as needed" has not been used in 100% of the IEPs checked.

Please explain the data (12 month)